

# *How Can Students Use Cultural Investigation and Interaction as a Vehicle for Communication?*



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## Sample Novice Level Interculturality Samples

GLOBAL BENCHMARK: Participation in Cultural Interaction			
<i>I can function at a survival level in an authentic cultural context.</i>			
6) I can imitate some simple patterns of behavior in familiar settings across cultures.	Yes	Yes, with	One of my goals
Examples:			
<ul style="list-style-type: none"> <li>I can imitate appropriate greetings.</li> <li>I can recognize and imitate table manners.</li> <li>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as in a birthday party, New Year's, a wedding, etc.</li> <li>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</li> <li>I can...</li> </ul>			
7) I can use memorized language and very basic cultural knowledge to interact with others.	Yes	Yes, with	One of my goals
Examples:			
<ul style="list-style-type: none"> <li>I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers.</li> <li>I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.</li> <li>I can play a simple board or card game with friends.</li> <li>I can...</li> </ul>			
8) I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.	Yes	Yes, with	One of my goals
Examples:			
<ul style="list-style-type: none"> <li>I can use a city map, GPS, or signs to help me find my way.</li> <li>I can recognize and imitate how people count and use money in order to make a purchase.</li> <li>I can follow a team's win-loss record from a Web site.</li> <li>I can...</li> </ul>			

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## Interculturality

- **Interculturality** is the interaction of people from different cultural backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of the cultures.
- Novice, Intermediate, Advanced

<http://education.ky.gov/curriculum/conpro/Worldlang/Pages/Standards.aspx>

## ACTFL Global Competence Position Statement

- The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence.

<http://www.actfl.org/news/position-statements/global-competence-position-statement>



### Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness

	From	Early Learning	To	Careers
	Early Learning	Elementary	Secondary	Postsecondary
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills, ability to effectively collaborate and communicate with people in cross-cultural settings
World and Heritage Languages	Developing language skills in English and other languages	Basic proficiency in at least one other language	Proficiency in at least one other language	Advanced proficiency — ability to work or study in at least one other language
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives.	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one's own discipline/specialty in a global context

#### Globally and Culturally Competent Individuals

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal, environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

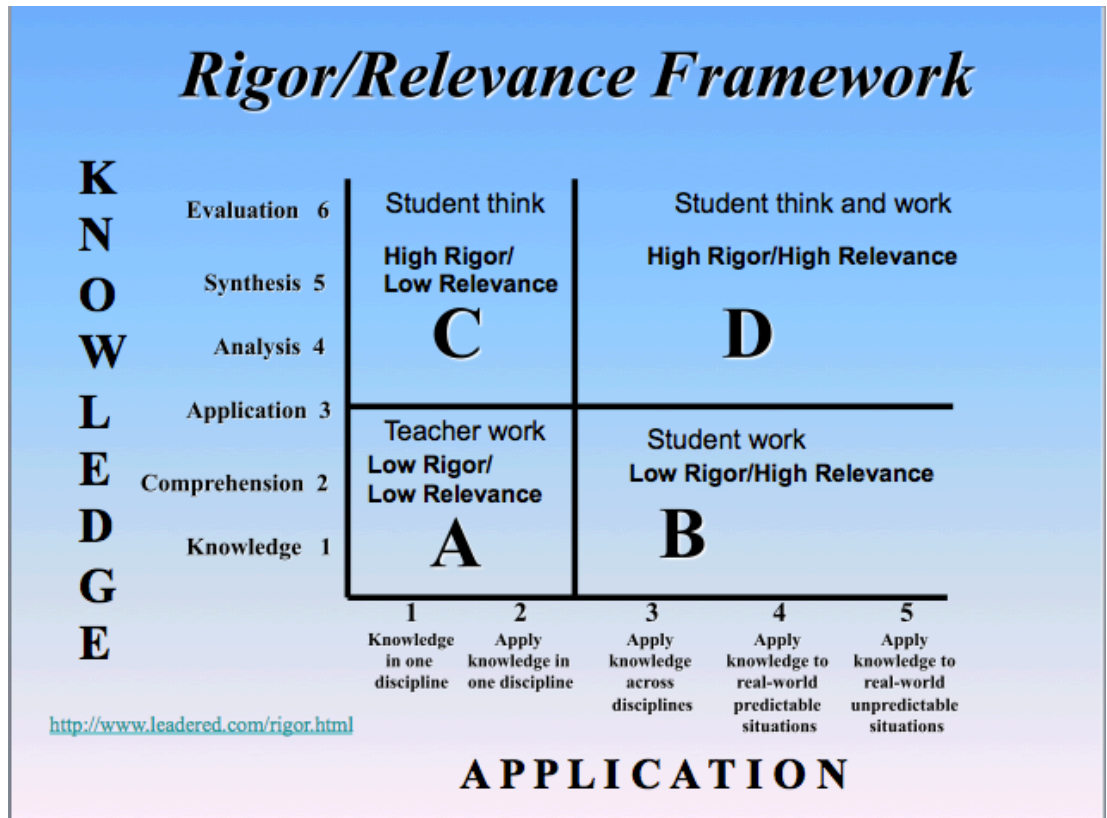
**Foundation of Discipline-Specific Knowledge and Understanding**

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## Rigor/Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

First, there is the **Knowledge Taxonomy**, a continuum based on the six levels of **Bloom's Taxonomy**, which describes the increasingly complex ways in which we think.



The second continuum, known as the **Application Model**, is one of action. Its five levels describe putting knowledge to use.

The Rigor/Relevance Framework has **four quadrants**. Each is labeled with a term that characterizes the learning or student performance at that level.

**Quadrant A — Acquisition: (Low Rigor, Low Relevance-Teacher Work):**

Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge

**Quadrant B — Application: (Low Rigor/High Relevance-Student Work):**

Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.

**Quadrant C — Assimilation: (High Rigor/Low Relevance-Student think):**

Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.

**Quadrant D — Adaptation: (High Rigor/High Relevance-Student think and work):**

Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

**\*\*Resource: International Center for Leadership in Education: <http://www.leadered.com>**

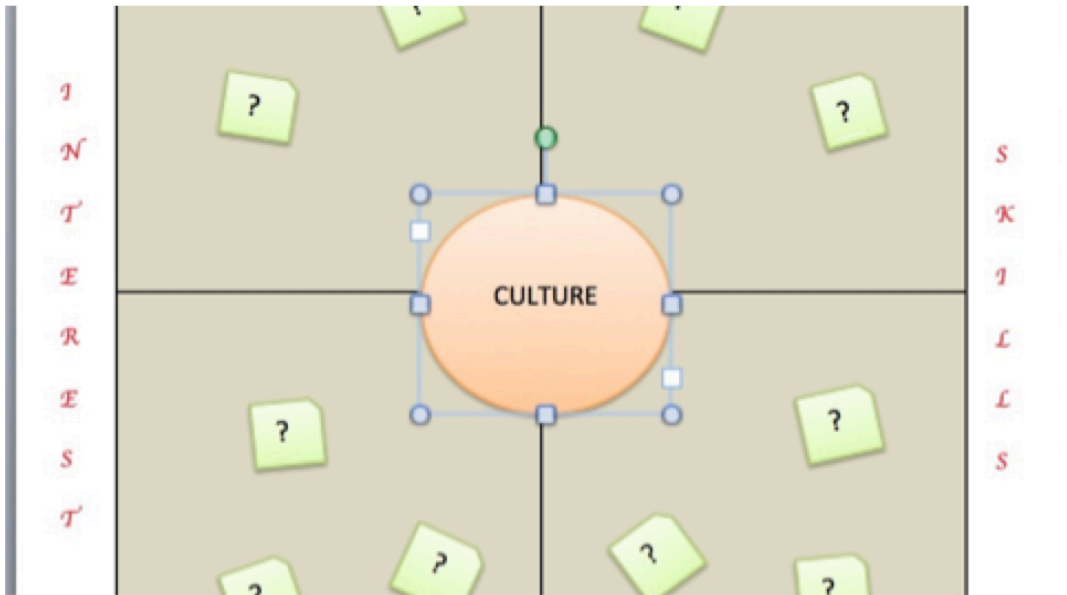


## NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.
<b>Interpretive Listening</b>	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.
<b>Interpretive Reading</b>	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.

[https://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements\\_2015.pdf](https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf)

# 1. Narrative Activity



## Action Research Plan



**M** = MEDIA

**I** = INTERVIEWS

**S** = SURVEYS

**O** = OBSERVATION